Indicator 13 Requirements, Enhanced Practices and Predictor Activity Cross Reference Matrix

Indicator 13 Requirement: <u>Student Invitation</u>

Indicator 13: Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?

Criteria:

- There is documented evidence the student was invited to the IEP Team meeting held to consider transition services.
- The student invitation is signed by the LEA and dated prior to the date of the IEP conference **OR**
- When looking at the Parent Notice to determine documentation of student invitation, the student's name is identified as an addressee on the *Parent Notice (e.g. "Dear Mr. & Mrs. Smith and Julie")* **OR**
- A review of student records show a record or copy of a student invitation or telephone log that shows invitation of the student *(student invitation or phone log)* **OR**
- There is documentation of a verbal invitation

Enhanced Practices:

- The student is prepared before the IEP Team meeting so they know what to expect and how to best participate.
- The student attends and actively participates in the discussions and decisions at their IEP meeting.
- The student:
    - Is aware of and discuss their disability and the accommodations they need to be successful.
    - Understands how their disability impacts their daily life in school, at work and in the community.
    - Actively participates in the discussions and decisions.
    - Provides information on their strengths, preferences and interests.
    - Presents and discusses goals.
    - Presents a summary of the transition assessments (strengths, preferences, interest) and how they used that information to help them determine their MPGs
    - Advocates for themselves.
- Students are instructed on how to participate and take a leadership role in their IEP Team meeting.
- Students receive self-advocacy and self-determination instruction.

Learn More: Examples/Related Activities, Lesson Plans – http://www.tr4y.org/

Related Predictor Activities:
9.1, 9.3, 9.5, 9.6, 9.8, 11.6

Indicator 13 Requirement: <u>Transition Assessment</u>

Indicator 13: Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment(s)?
Criteria:
- The results of the age-appropriate transition assessment(s) can be located in the IEP or file.
- That at least one age-appropriate transition assessment was used to gather information on the student's needs, strengths, preferences, and interests and that information was used to develop the Measurable Postsecondary Goal(s).
- The age-appropriate transition assessments provided (student's needs, strengths, preferences and interests) information on which to develop each postsecondary goal.

NOTE: *The requirement for age-appropriate transition assessment is met whether the MPG is or is not measurable.*

Enhanced Practices:
- Transition assessment is an on-going process of collecting and using information on the individual's strengths, needs, preferences, and interests to help define the measurable postsecondary goals.
- Transition assessment tells a student "story" that leads to the development of measurable postsecondary goals, course of study, transition services, annual goals, agency linkages, and the Summary of Performance (SOP).
- Transition assessment is the foundation for the discussions and decisions in the entire IEP.
- Formal or informal transition assessment(s) were selected based on the individual needs of the student.
- The age-appropriate transition assessment is current and updated annually.
- Transition assessment data was gathered through a combination of methods.
- Transition assessment included a variety of sources and instruments.
- Age-appropriate transition assessments range from formal tests and interest inventories to informal tests, observations of the student, to discussions with the student.
- Two or more transition assessments were conducted that are appropriate for the age/grade level of the student.
- All assessments are available for review (either in the record or at the school).
- The assessment results demonstrate a clear connection to MPG's, transition services, course of study, and annual goals.

Learn More: Examples/Related Activities, Lesson Plans – http://www.tr4y.org/

Related Predictor Activities:
1.4, 1.5, 4.10, 5.4, 5.8, 9.5, 10.1, 10.2, 10.7, 11.7, 12.3, 12.4, 13.8, 14.7, 16.8   (??? – 3.2, 3.6, 16.5)

Indicator 13 Requirement: <u>Measurable Postsecondary Goals (MPG's)</u>

Indicator 13: Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?

Criteria:

- The Measurable Postsecondary Goal(s) (MPGs) are written for education, training, employment and, if needed, independent living
  - MPG can be located in the IEP.
  - MPG can be counted or measured *(using the word "will" is measurable; words like "intends", "plans", or "wants" are not measurable).*
  - MPG occurs *after* high school *words like "after graduation" or "after high school" are acceptable).*
- Education and training may be combined into one measurable postsecondary goal when determined appropriate by the IEP Team.
- Based upon the information available about the student *(Present Level of Academic, Functional Performance, student's strengths, preferences, and interests),* the postsecondary goal(s) seem appropriate for this student.

Enhanced Practices:

- The MPGs are well-written and contain all of the required components.
- The MPGs are the basis for decisions regarding course of study, annual goals and the development of the transition services.
- The MPGs reflect what the student wants to do following high school and lead to further education or training, employment and independent living.
- The MPGs are designed to be attainable by the student.

Learn More: Examples/Related Activities, Lesson Plans – http://www.tr4y.org/

Related Predictor Activities:
1.4, 16.1

Indicator 13 Requirement: <u>Transition Services</u>

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Indicator 13:
Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?
Criteria:
- Transition services/activities can be located in the IEP.
- There is at least one transition service/activity that will reasonably enable the student to meet each stated postsecondary goal.
- For each MPG, there is at least one transition service/activity from at least one of the following area is listed in the IEP:
  - Acquisition of daily living skills
  - Community experiences
  - Employment, including supportive employment
  - Functional vocation evaluation
  - Instruction
  - Other post-school adult living objectives
  - Related services

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Enhanced Practices:
- Transition services are the 'long range plan' for adult life. When planning for the future consider what transition services the student will need in the areas of postsecondary education, training, employment, and, independent living.
- Transition services activities are a 'coordinated set of activities'. Coordination implies the active involvement in planning and implementing activities that include school, student, family and adult agencies/providers.
- Transition services are designed within a 'results-oriented process'. The 'results' are the student attaining their measurable postsecondary goals.
- Transition services are based upon the student's needs taking into account their strengths, preferences and interests.
- Transition services specify who is responsible for each activity and a timeline when that activity will be completed.
- Transition services include specifying who will provide and pay for each activity.
- The IEP team can include transition activities for the student's participation in non-academic school activities as well as participation in community activities like recreation, leisure, shopping and living.
- Include social and community support networks. As students transition into adulthood they may need support from a variety of sources. Given the advances in social media technologies, families and professionals can help build support and social networks that can include family, social groups, professionals, faith-based community, or others who could help provide social, recreational, work, living or financial support and assistance.

Learn More: Examples/Related Activities, Lesson Plans – http://www.tr4y.org/

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Related Predictor Activities:
1.6, 4.3, 4.8, 5.3, 6.1, 10.5, 11.5, 11.6, 12.5, 12.6, 12.8, 13.1, 14.3, 14.4, 14.5, 14.6, 16.6

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Indicator 13 Requirement: <u>Course of Study</u>

Indicator 13:

Do the transition services include a course of study that will reasonably enable the student to meet his or her postsecondary goals?

Criteria:

- The courses of study can be located in the IEP.
- The courses of study are a multi-year description of coursework from the student's current to anticipated exit year that is designed to help the student achieve their desired postsecondary goals.
- The courses of study align with the student's postsecondary goals.
- The course of study list specifies classes the student will take while in school. Classes are identified according to academic school year and at least one year of classes is identified.

Enhanced Practices:

- Students take an active role in all discussions and decisions in developing their course of study and long range education plan.
- The course of study is reviewed and updated annually.
- Students meet with the guidance counselor to develop their course of study.
- Guidance counselors take an active role in helping the student decide what courses to take to achieve their desired postsecondary goals and develop their course of study (long range education plan).
- Students are scheduled into the courses that are designated in their course of study.
- Beginning in middle school, students develop their course of study identifying all courses they will be taking each year through completion of their education.
- Parents take an active role in helping their child develop and plan their course of study.

Learn More: Examples/Related Activities, Lesson Plans – http://www.tr4y.org/

Related Predictor Activities:

1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.6, 4.7, 5.1, 5.2., 5.6, 5.9, 7.5, 8.1, 8.2, 8.3, 8.4, 8.5, 9.2, 10.3, 10.4, 10.8, 11.1, 11.2, 12.2, 14.2, 16.2, 16.3, 16.4

Indicator 13 Requirement: <u>Invitation of Other Agencies to the IEP Meeting</u>

Indicator 13:

If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?

Criteria:

- If appropriate, there is evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or the student who has reached the age of majority.
- Invitations of outside agencies are documented in the student's IEP or file.

Enhanced Practices:

- For any outside agency that is likely to provide or pay for any transition services for the current and next IEP year the adult agency personnel are invited (e.g. phone call, written invitation, meeting or e-mail).
- The invitation states the name(s) of the agency personnel invited to the IEP meeting.
- Invited adult agency personnel attend the IEP meeting.
- Adult agency personnel attending the student's IEP meeting participate in the development of the needed transition services including the identification of the transition service activities they will provide and pay for.

Learn More: Examples/Related Activities, Lesson Plans – http://www.tr4y.org/

Related Predictor Activities:

3.5, 5.7, 13.2, 13.5, 14.1, 14.3, 15.2, 15.3, 15.5, 15.6, 15.7, 15.8, 15.9, 16.7

Indicator 13 Requirement: <u>Annual Goals Related to Transition Service Needs</u>

Indicator 13: Is (are) there annual IEP goal(s) related to the student's transition service needs? Criteria: • There is at least one annual goal or short-term objective included in the IEP that will reasonably help the student make progress towards each of the stated postsecondary goals. • There is a reasonable link between the annual goals and the postsecondary goals. **NOTE:** It is not necessary that there be a separate single annual goal or short-term objective for each postsecondary goal. It is possible that a single annual goal could help the student make progress towards each of the stated postsecondary goals may qualify.
Enhanced Practices: *Learn More*: Examples/Related Activities, Lesson Plans – http://www.tr4y.org/
Related Predictor Activities: 1.6, 3.6, 4.9, 5.5, 6.1, 6.2, 7.2, 9.7, 11.4, 11.8

Indicator 13 Requirement: <u>Measurable Postsecondary Goals are Updated Annually</u>

Indicator 13:

Are the Measurable Postsecondary Goals updated annually?

Criteria:

- There are Measurable Postsecondary Goals(s) for *Education, Training, Employment,* and as needed *Independent Living* in the current IEP.
- The MPGs are updated annually.

NOTE: *If this is the student's first IEP that addresses transition services because they just reached the age for transition then the Measurable Postsecondary Goals are considered to be updated.*

Enhanced Practices:

Learn More: Examples/Related Activities, Lesson Plans – http://www.tr4y.org/

Related Predictor Activities: N/A